



Totally Awesome Tuning In Utah

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UTAH SYSTEM OF
HIGHER EDUCATION

Building a Stronger State of Minds™



WHO'S AWESOME?

You're Awesome



LOSING

IF AT FIRST YOU DON'T SUCCEED,
FAILURE MAY BE YOUR STYLE.



Administrators on the loose!



Coordinated strategy!

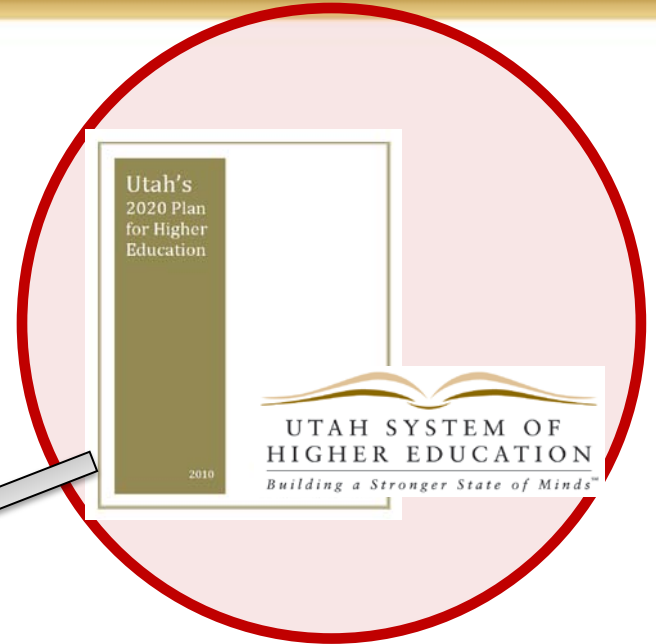


Governor's Education Excellence Commission

Florida Plan



Salt Lake Chamber
Utah's Business Leader™



Utah's Future



Race to the Top



COMPLETE COLLEGE AMERICA

**Lumina Funded
Tuning Process
+
State Plan for 2020**





**But first, let's talk about
Tuning in Utah...**



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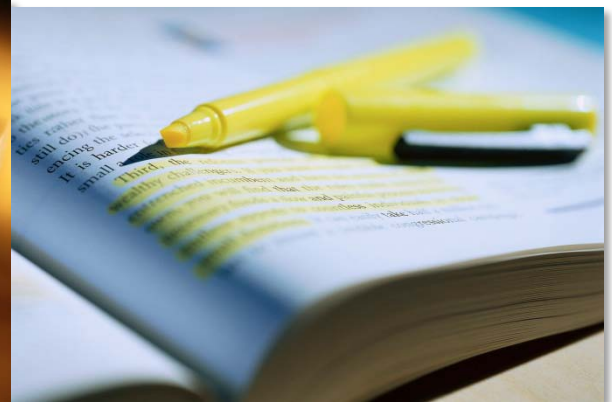
Pre-Tuning, Faculty Style

1992-1999

- Faculty-driven meetings on transfer
- Faculty-driven General Education Task Force
- Faculty from all nine institutions began meeting in some academic disciplines
- “What is an Educated Person?” Conference

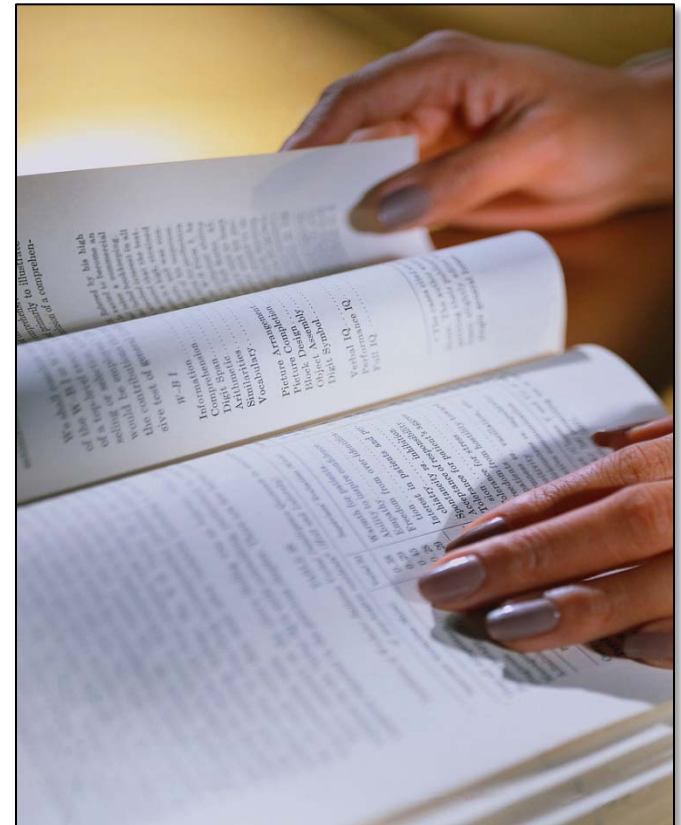
Faculty Majors' Meetings

- 32 academic disciplines met
- Clear Transfer and Articulation Policies
- Learning Outcomes (goals) were identified



Kismet

- Association of American Colleges and Universities (AAC&U)
- Coherence in curriculum
- Assessment models



Essential Learning Outcomes

- Many years of dialogue with many colleges
- Analysis of reports from business/industry
- Analysis of accreditation requirements for engineering, business, nursing, teacher education

Essential Learning Outcomes

- Knowledge of Human Cultures and Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

Unintended Prescience

- Faculty Driven Process
- Regents' General Education Task Force
- Annual Faculty Discipline Majors' Meetings
- Unknowingly Prepared for Tuning

Preparation Meets Opportunity

- Bologna Process
- Essential learning Outcomes
- Lumina
- Tuning



Utah was Prepared!

What is Tuning?

- Identify learning outcomes in each academic discipline
- Identify competencies that support learning outcomes
- Identify methods students use to demonstrate mastery of competencies
- Make transparent all of the outcomes, competencies and demonstration methods
- Tuning clearly states what a student must know and do at every degree level

Who Does Tuning?

- Faculty in the academic disciplines
- Student representatives
- Statewide teams represent all system institutions

What Else Happens in Tuning

- Surveys:
 - Employers
 - Recent graduates
 - Current students
 - Faculty



And?

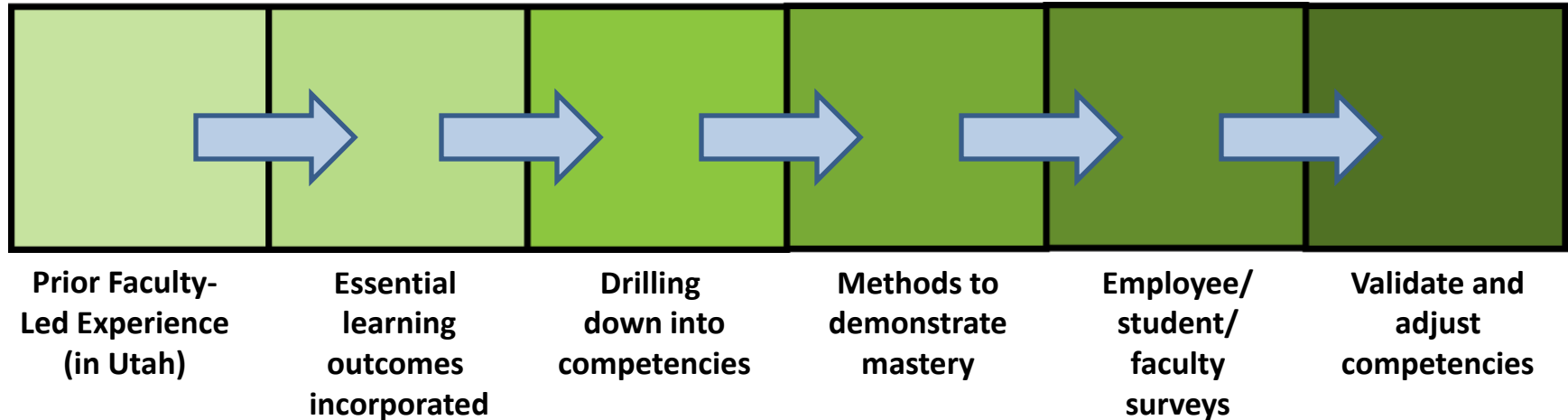
Data are used to assess and adjust competencies



And?

- Faculty agree on outcomes but not how to get there
- Faculty agree on levels of expectations, not how to evaluate
- Faculty harmonize but do not sing in unison

Process of Tuning by Academic Degree



Tuning History

Three Major Learning Outcomes

- Historical Knowledge
- Historical Thinking
- Historical Skills

Ratcheting Up: Tuning History

Historical Knowledge

Surveys, changes over time, causation, influence of political, economic, social, cultural, race, gender, ethnicity

Historical Thinking

Context of past, complexity/diversity, problematic nature of interpretation

Historical Skills

Critical thinking/reading, primary sources, research, historical argument

Assessment Rubrics and Mastery Scale

Benefits of Tuning

- Explicit learning outcomes/competencies
- Shift from inputs to expectations of what graduates should know and be able to do
- Better match between needs of labor market and what graduates know and can do
- Facilitates transfer
- Coherent and purposeful curriculum
- Transparent



Tuning and Common Core State Standards

- Both identify competencies and learning expectations
- Both are coherent
- Both are transparent
- Both will raise level of performance
- Alignment between high school and college is possible

Tuning and Common Core State Standards

Faculty majors reviewing international standards

- Math and developmental math
- Composition (new language arts standards)

Identification of Learning Outcomes and Competencies Should be a Guideline for Education Policy

- Better definition of what higher education does
- Built in accountability with assessments
- Transparent learning expectations and demonstration of mastery
- Coherent curriculum
- Closer tie to future employers



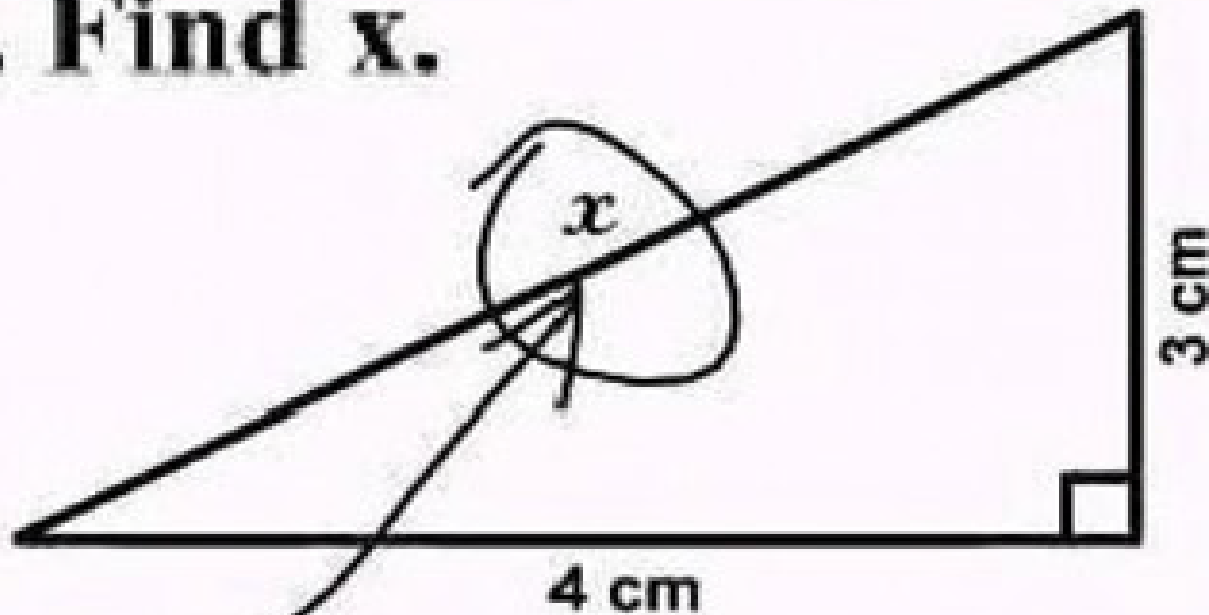
So, what about future planning for higher education in Utah?



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3. Find x .

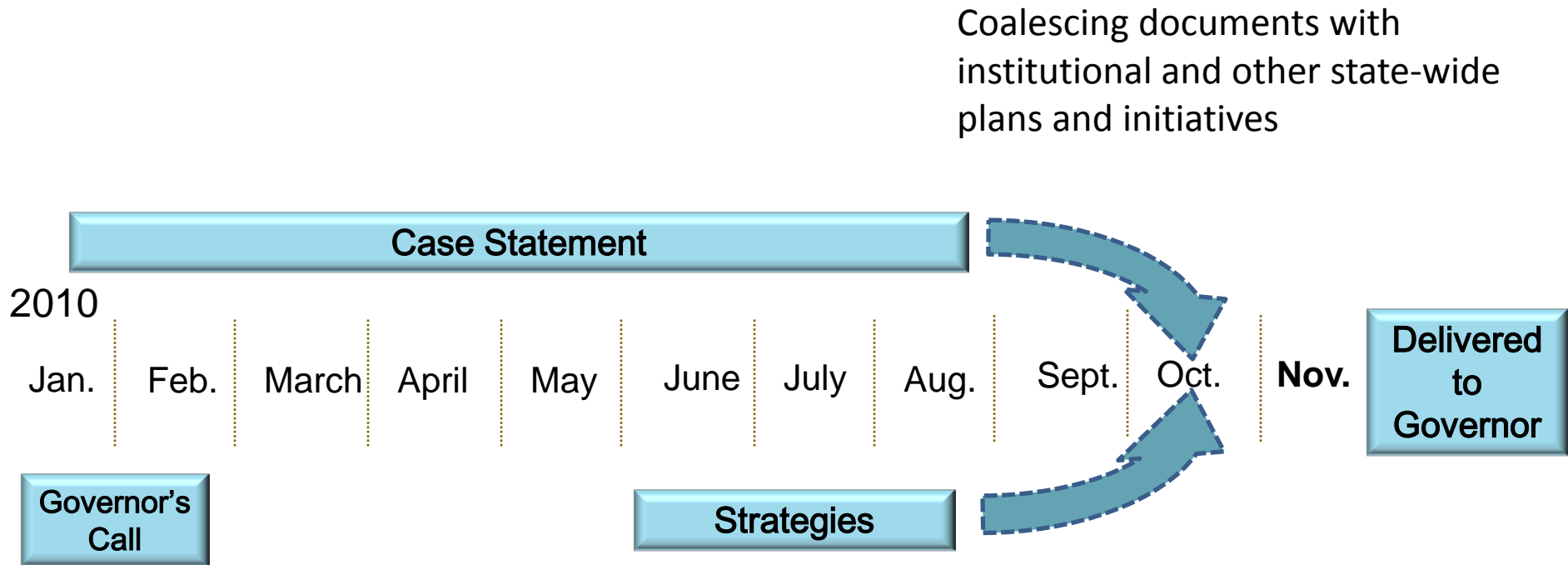


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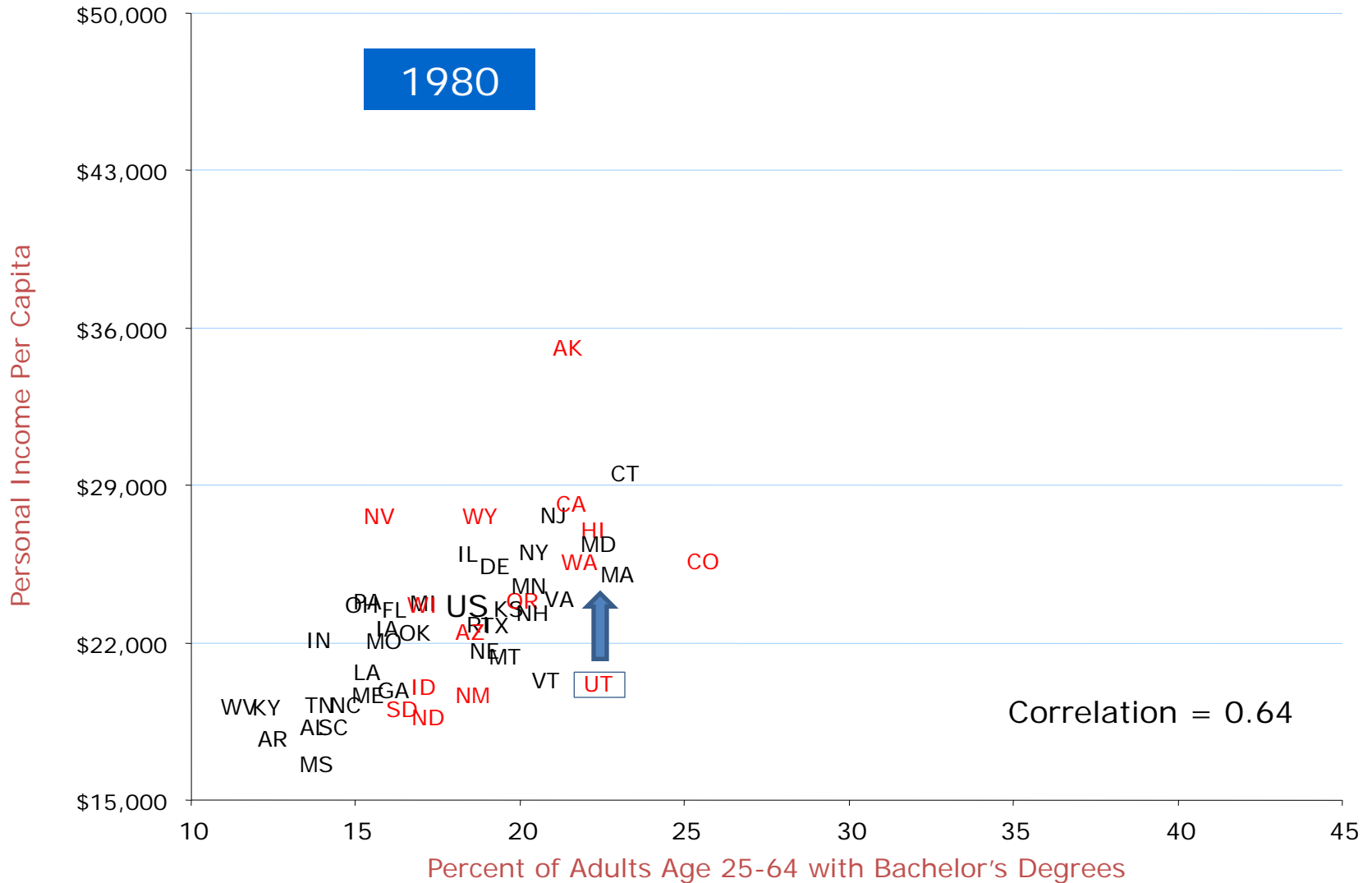
SIMPLICITY

The simplest solutions are often the cleverest
They are also usually wrong

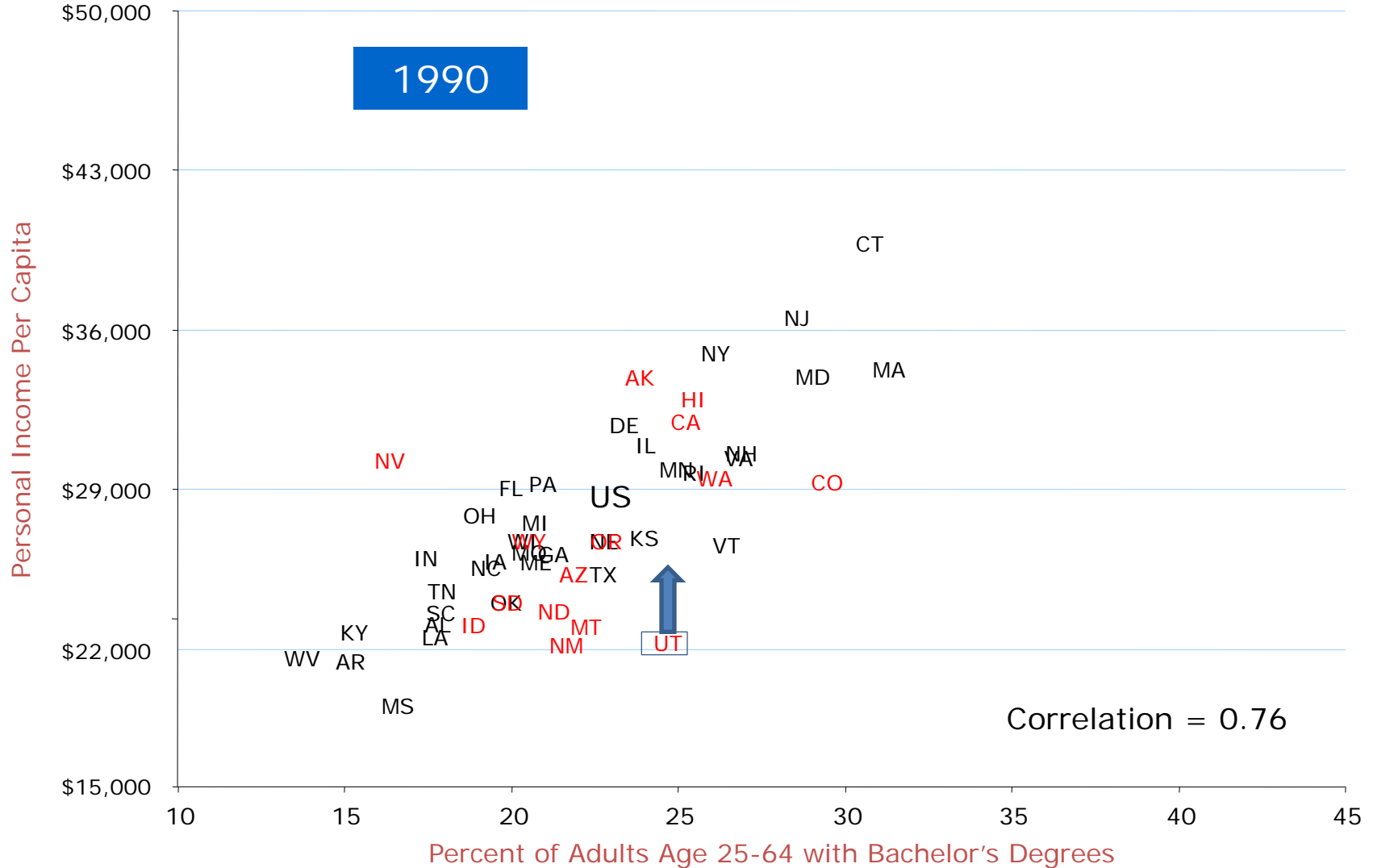
Utah's 2020 Plan for Higher Education - Timeline



Educational Attainment and Income

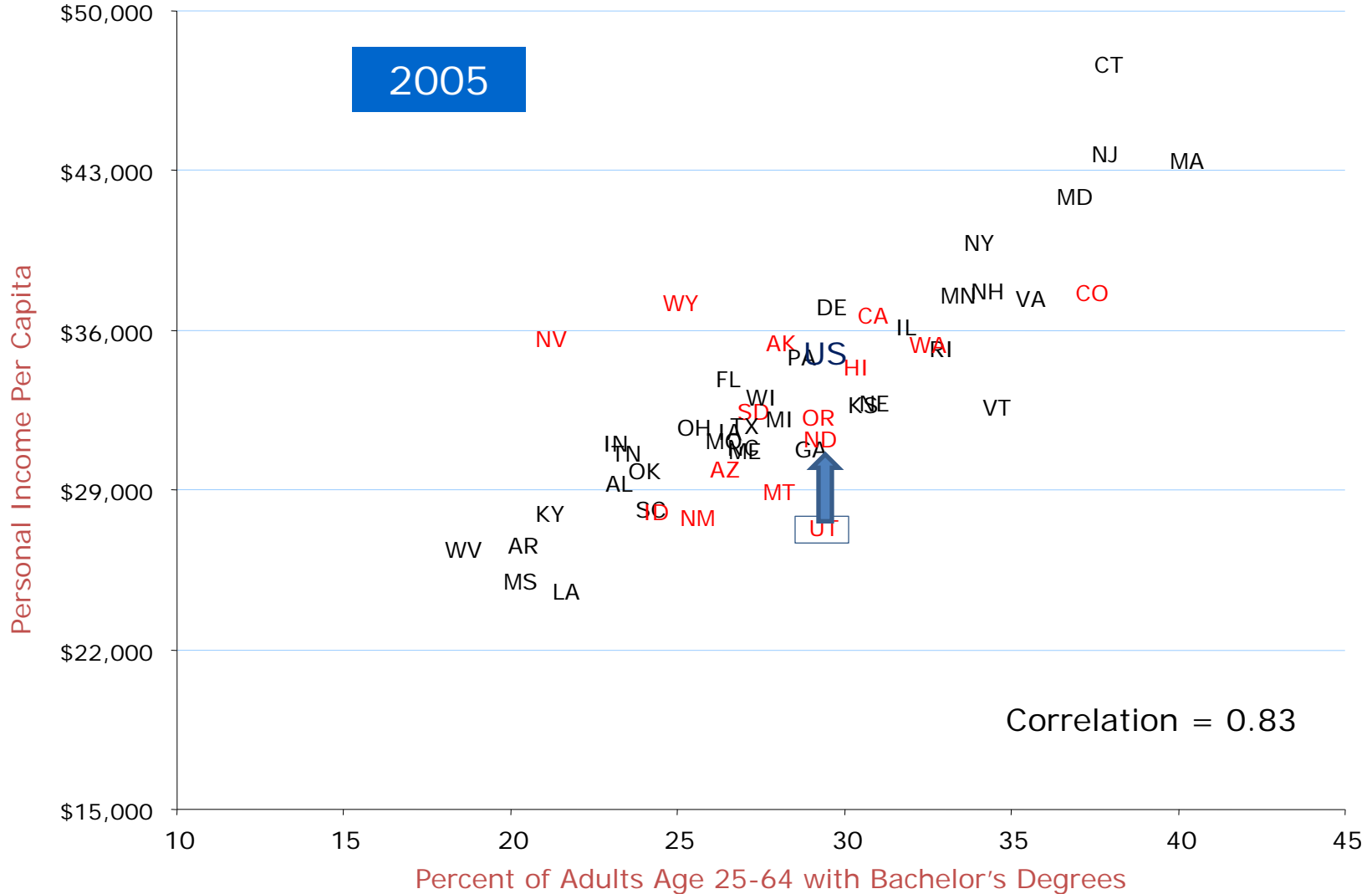


Educational Attainment and Income



Source: U.S. Census Bureau, Decennial Census' and American Community Survey

Educational Attainment and Income



Educational Attainment and Income

- Correlation has increased dramatically!
- States are differentiating themselves!
- Utah has slipped relative to other states!



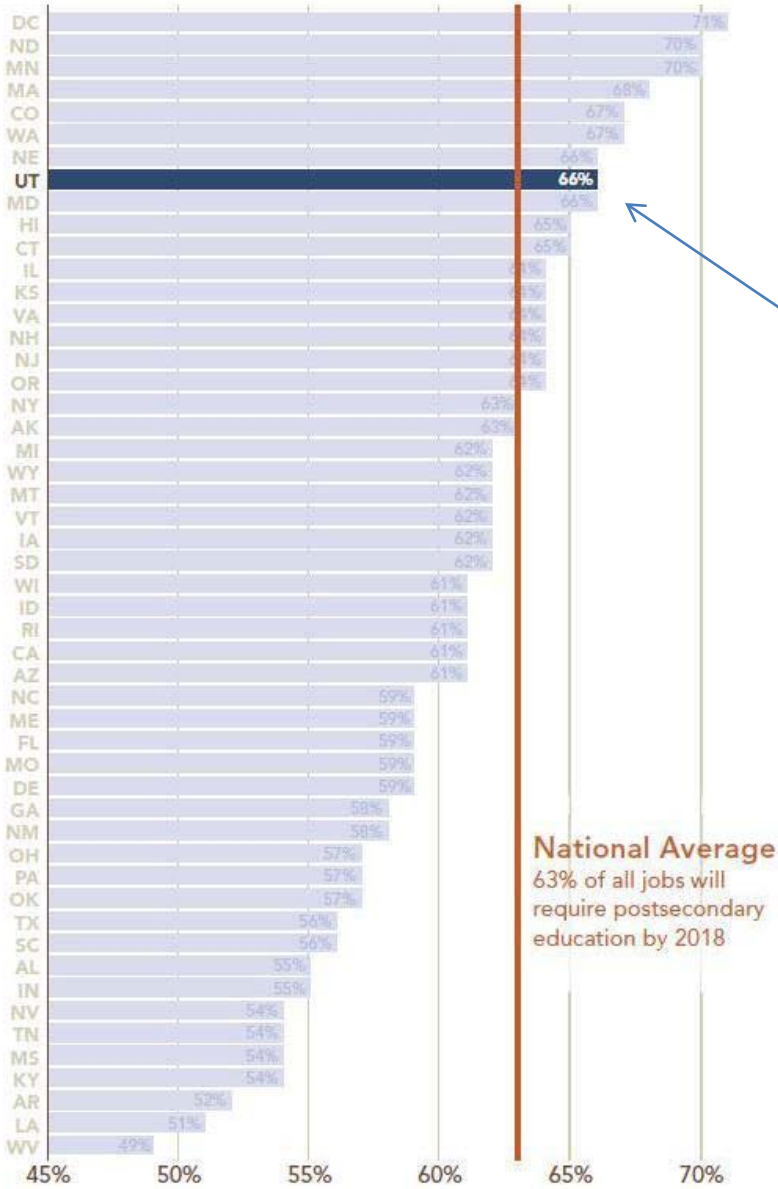
Basic Argument

To prosper, Utah needs to increase the education level of its workforce.



Georgetown Center on Education and the Workforce

Percentage of Jobs Requiring Postsecondary Education by 2018



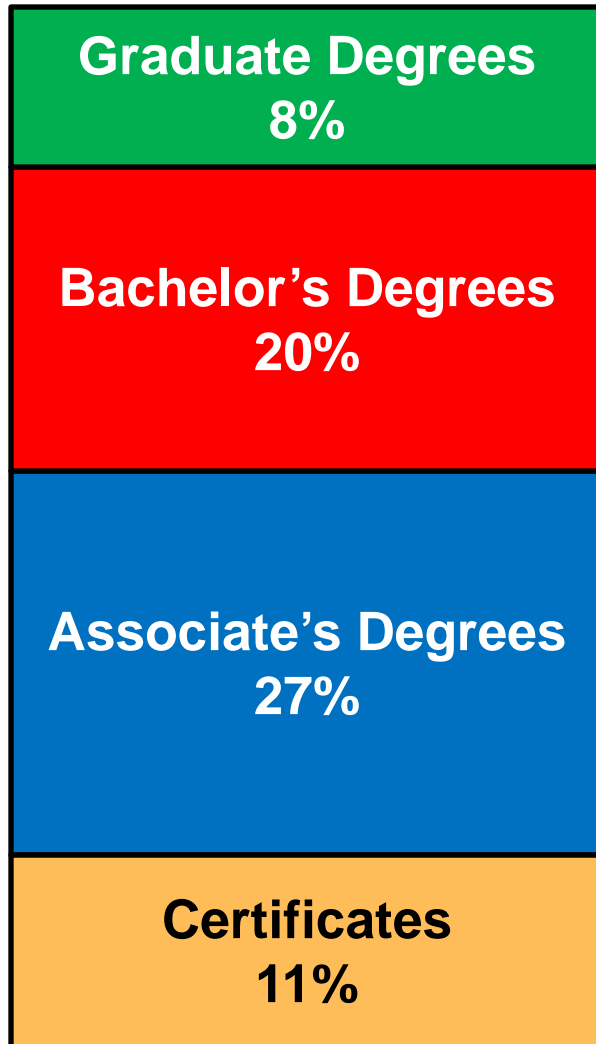
Utah

66 % Total

- 55% Associate's and Higher
- 11% Certificates

National Average
63% of all jobs will require postsecondary education by 2018

Degree Requirements for Utah Jobs (2018)



Currently, only 39% of Utahns have a college degree.

16% gap to cover in 10 years!

Source: Georgetown University Center on Education and the Workforce

National Movement

Lumina Foundation

Gates Foundation

Obama Administration

Utah's 66% Goal by 2020

Governor's Educational
Excellence Commission

Supported By :

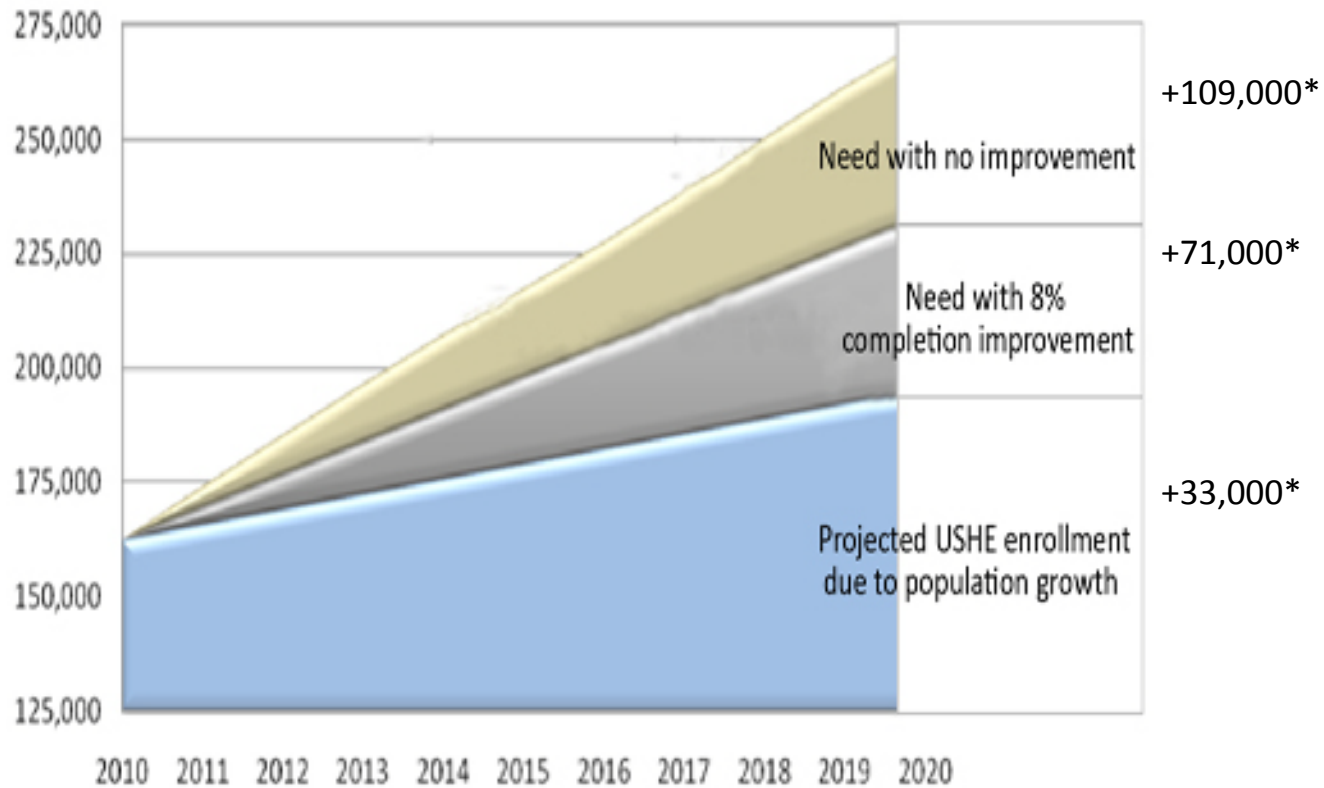
Board of Regents

State Superintendent

SLC Chamber of Commerce

Regents' Big Goal

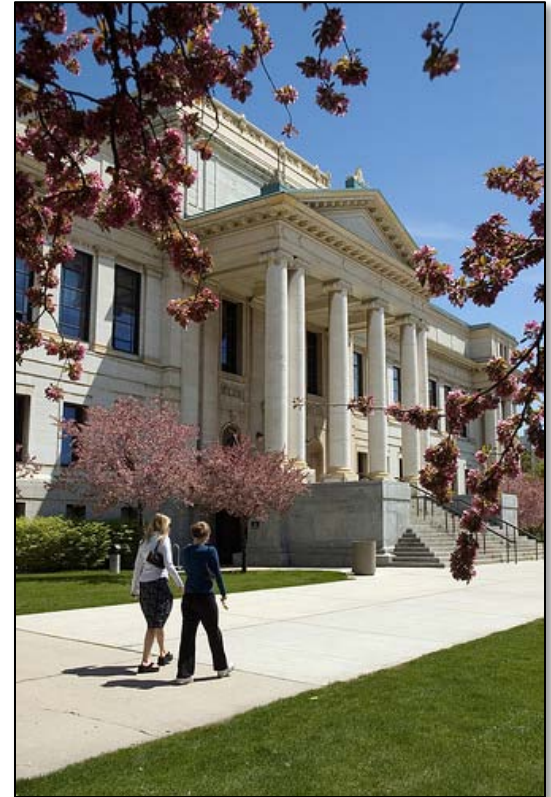
USHE Enrollments Needed for 55% of Utahns 24-64 to Achieve an Associate Degree or Higher



* Numbers are approximate

Strategies for Action Plan

1. Pipeline
2. Persistence
3. Expansion
4. Transformation Through
Efficiencies and Technology
5. Economic Prosperity



Seeking Public Input

UTAH SYSTEM OF HIGHER EDUCATION
An online public hearing on the Future of Utah Higher Education

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By 2020, 66% of jobs in Utah will require education beyond high school, and 55% at least an Associate's Degree.
 — The Georgetown University Center of Education and the Workforce, 2010.

The Challenges

- Demographics
- Resources
- Workforce Needs
- Transformation
- Technology
- College Readiness

Our Objective

"The Governor has asked the Utah State Board of Regents and my office to develop a master plan for higher education to meet the goal of having our workforce ready for the new economy." — Bill Sederburg, Commissioner of Higher Education

- More college/career ready students
- Retain and graduate more students
- Expand the capacity of our system
- Use technology to transform education
- The what we do to economic growth

[Click Here To View the Case Statement](#)

How Much Growth Do We Need?

USHE Enrollments Needed for 55% of Utahns 24-64 to Achieve an Associate Degree or Higher

275,000
250,000
225,000
200,000
175,000
150,000
125,000

2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020

Need with no improvement
Need with BS completion improvement
Projected USHE enrollment due to population growth

Action Plan Categories

- Pipeline
- Retention
- Capacity
- Transformation
- Economic Development

Public Comment

- Download the Case Statement Draft [Click here](#)
- Contribute to the Case Statement Wiki [Click here](#)
- Share your input on the Action Plan [Click here](#)
- Share general insights and comments [Click here](#)

Critical Resources

- Georgetown University Center on Education and the Workforce [Full Report](#) | [Utah Report](#)
- Learning Foundation
- Address [Click here](#)
- Additional Resources [Click here](#)
- Commissioner's Response to Utah Legislature [Click here](#)

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- Nearly 100 ideas to vote on, either “like” or “dislike”
- Contact and comment to the Commissioner
- Interactive wikis for Case Statement and Action Plan

www.higheredutah2020.org

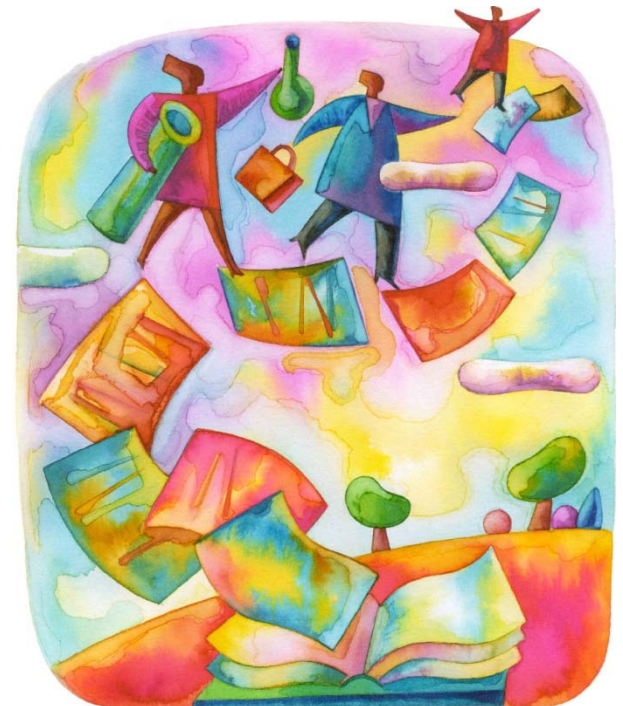
Pipeline



- Clearly written college/workforce standards
- Build upon K-12 Common Core by using clear educational outcomes, instead of seat time, in general education
- Change concurrent enrollment to focus on general education

Pipeline

- Strengthen K-16 Alliances with specific agendas
- Increase need-based financial aid
- Establish loan program for part-time students
- Expand outreach and marketing of UESP
- Increase number of early college high schools



Persistence

- Funding based on institutional mission with accountability measures instead of third week enrollment
- Create innovation fund for retention initiatives
- Publish data on retention and degree completion by program
- Transform remediation practices
- Mandatory attendance for freshmen in selected courses

Expansion

- Increased use of “mixed” or “blended” delivery
- Use 12th grade as first year of college – fund early college enrollment
- Create community college centers within 4-year institutions
- Improve articulation with ATC institutions and programs
- Support branch campuses



Transformation Through Efficiencies and Technology

- Enhance online education opportunities through coordinated approach targeted for general education courses
- More efficient use of campus; reduce time to completion
- Use open courseware to reduce book costs



Economic Prosperity




- Create a “Mountain Research Corridor”
 - (USU, U of U, BYU, plus outreach centers)
- Expand the Utah Cluster Acceleration Program (UCAP)
- Double size of USTAR
- Provide special assistance to students in STEM fields

Intersection of Tuning and 2020

- Build upon K-12 Common Core
- Define outcomes & competencies for general education
- Put general education in online/hybrid formats, and offered by many providers
- Shifts concurrent enrollment to early college

Quick Demonstration



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- ! Resources
- ! Workforce Needs
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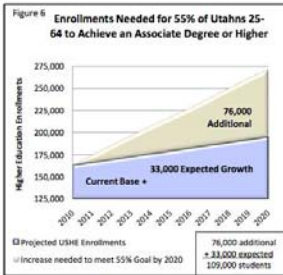
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3. Expand the capacity of our system
4. Use technology to transform education
5. Tie what we do to economic growth


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How Much Growth Do We Need?

Figure 6 Enrollments Needed for 55% of Utahns 25-64 to Achieve an Associate Degree or Higher



Source: USHE, Office of Institutional Research and Analysis



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- [Actions](#)
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Thank you for your time!



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